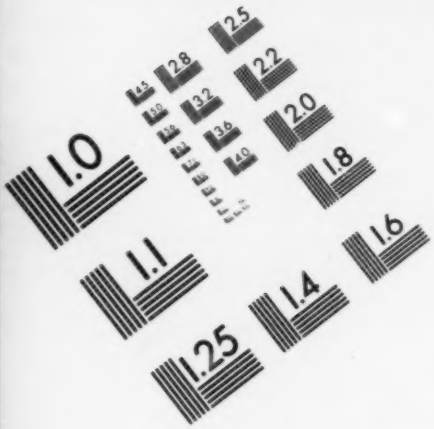

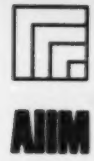

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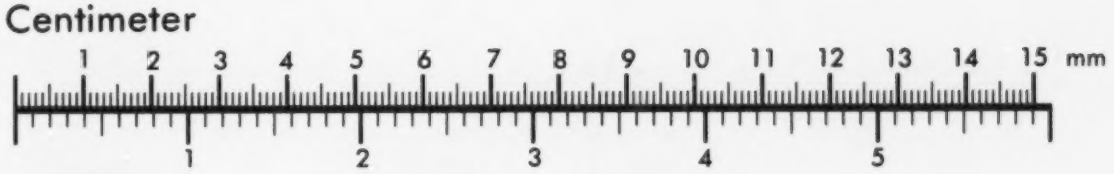

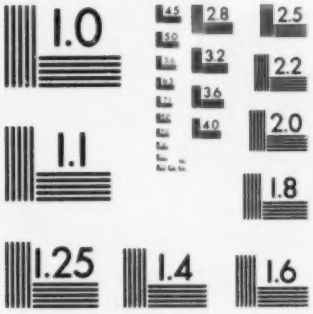

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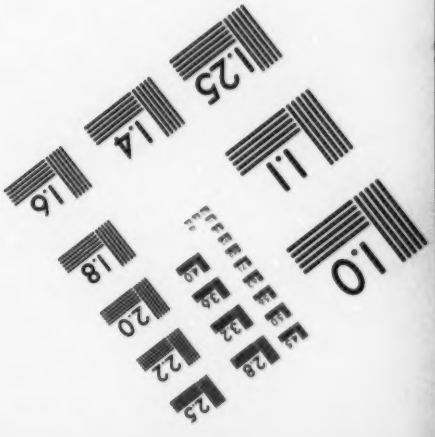

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ABSTRACT

A collection of papers that individually and collectively make the argument that critical thinking needs to be placed at the heart of educational reform make up this volume. Thirty-nine papers are organized into three main sections: Section I is entitled: What Is Critical Thinking? This section contains the following papers: (1) The critical thinking movement in historical perspective; (2) Toward a critical society; (3) Critical thinking in North America; (4) Critical thinking--what, why, and how; (5) Critical thinking in the strong sense and the role of argument in everyday life; (6) Background logic, critical thinking, and irrational language games; (7) Critical thinking--fundamental to education for a free society; (8) Critical thinking and the critical person; (9) Critical thinking, moral education, and rationality--an integrated approach; (10) Critical thinking and the nature of prejudice; (11) Critical thinking and bias; (12) Ethics without indoctrination; (13) Critical thinking, moral integrity, and citizenship--teaching for the intellectual virtues; (14) Dialogical thinking--critical thought essential to the acquisition of rational knowledge and passions; and (15) Power, vested interest, and prejudice--on the need for critical thinking in the ethics of social and economic development. Section II, entitled How To Teach for It contains: (16) The critical connection--higher order thinking that unifies curriculum, instruction, and learning; (17) Dialogical and dialectical thinking; (18) Using critical thinking to identify national bias in the news; (19) Socratic questioning; (20) A strategy for developing dialectical thinking skills; (21) Strategies--35 dimensions of critical thinking; (22) Critical thinking in the elementary classroom; (23) Critical thinking in elementary social studies; (24) Critical thinking in the elementary language arts; (25) Critical thinking in elementary science; (26) Teaching critical thinking in the strong sense--a focus on self-deception, world views, and a dialectical mode of analysis; (27) Critical thinking staff development--the lesson plan remodelling approach; (28) The Greensboro Plans--a sample staff development plan; and (29) Critical thinking and learning centers. Section III, entitled, Grasping Connections--Seeing Contrasts, contains: (30) McPeck's mistakes-- why

critical thinking applies across disciplines and domains; (31) Bloom's taxonomy and critical thinking instruction--recall is not knowledge; (32) Critical and cultural literacy--where E. D. Hirsch goes wrong; (33) Critical thinking and general semantics--on the primacy of natural languages; (34) Philosophy and cognitive psychology--contrasting assumptions; (35) The contribution of philosophy to thinking; (36) Critical thinking and social studies; (37) Critical thinking and language arts; (38) Critical thinking and science; and (39) Critical thinking, human development, and rational productivity. An appendix contains two additional items: (40) What critical thinking means to me: the views of teachers; and (41) Glossary: an educator's guide to critical thinking terms and concepts. A list of recommended readings is included. (DB)

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